

Anthem School

ARIZONA SCHOOL REPORT CARD 2003-04

41020 N.E. Freedom Way, Anthem, AZ 85086

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Katherine Griffith
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-8
2003 Enrollment : 905
Web Address : www.dvUSD.org/anthem
Phone Number : (623) 376-3700
Fax Number : (623) 376-3780
E-mail : kcaylor@an.dvUSD.org

Mission

Anthem School is committed to delivering quality education with high academic expectations. The success of all students will be promoted through the development of skills that enable them to contribute responsibly, individually, and as a community.

School / Academic Goals

- Ü Raising Expectations: Student expectations for success will be supported by school programs and strategies that address specific goals in reading, math and writing.
- Ü Alternatives, Options, and Choices: Students will have expanded learning opportunities through participation in school programs and community schools programs.

Instructional Programs

- Ü Community Schools Program
- Ü Gifted Program (SAGE)
- Ü Onsite Special Education Program(PreK-8)
- Ü English Language Learner Program

Enrollment

October 1, 2002 School Year Student Enrollment : 911
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 6 hours 45 minutes
First Day of School : 8/21/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Raising Expectations
- Ü Develop Academic Alternatives & Options
- Ü Parent Involvement
- Ü Develop Goals & Expectations
- Ü Budgeting Decisions
- Ü School Safety Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	47.00
Other Professional Staff	2.70	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	1	0
4 to 6 years	9	7	0	0
7 to 9 years	2	2	0	0
10 or more years	6	5	1	0

Shared Responsibilities

School

The school's responsibility is to provide an environment that is conducive to learning. The school will accomplish this by setting high expectations for academic growth; using a variety of strategies to promote student success.

Parents

Parents are expected to be involved in setting and supporting school goals and expectations; participate in school activities that support and promote student achievement and send their child to school ready to learn.

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Labs

Extracurricular Activities

- Ü Student Council
- Ü Yearbook
- Ü Community Schools
- Ü Competitive Sports Grades 7 & 8

Social Services

- Ü Kindergarten Enrichment Program
- Ü Community Schools Program
- Ü Special Needs Preschool/Child Find
- Ü PTA and Staff Recognition Program

Transportation Policy

For Anthem School students residing in the school's attendance area, bus transportation is available based on specific guidelines. Parents need to call their school to find out if your child qualifies to ride the bus.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Anthem School established a safety committee to explore and address school safety issues.

- ü Anthem School established and developed volunteer programs and business and community partnerships to support school programs.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Band Essay Contest Winners	2001
ü State Geography Bee Contestant	2001
ü 3 Teachers Awarded DVUSD Teacher of the Year Awards	2000
ü Grant Awards for Technology Based Staff Development	2001

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	17	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	8	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	58	46
Grades 3-4	66	72
Grades 4-5	64	64
Grades 5-6	83	86
Grades 6-7	72	66
Grades 7-8	86	89

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2543	75372	98	100	101	537	538	523	4	2	9	16	19	25	36	40	36	44	39	30
All Students (Prior Year)	135	2267	70809	NA	NA	NA	537	534	518	7	4	11	16	21	27	38	38	35	39	37	27
Female	51	1274	36901	98	100	101	541	539	524	2	2	8	12	19	25	46	40	36	40	40	31
Male	56	1269	38385	98	100	101	535	537	523	5	3	9	20	18	24	27	39	36	47	39	30
African American	NC	81	3589	NC	100	96	NC	514	501	NC	7	18	NC	30	33	NC	39	33	NC	24	16
Hispanic	NC	355	29103	NC	102	99	NC	526	510	NC	4	12	NC	24	31	NC	46	36	NC	27	20
Asian/Pacific Islander	NC	73	1574	NC	97	96	NC	555	549	NC	4	3	NC	17	14	NC	22	34	NC	57	48
American Indian/Alaskan Native	--	31	5086	--	91	114	--	535	491	--	4	22	--	24	38	--	44	28	--	28	12
White	98	1990	34597	97	100	98	537	540	535	4	2	4	18	17	20	33	39	38	45	41	38
Students with Disabilities	NC	359	8057	NC	104	99	NC	524	496	NC	8	23	NC	28	31	NC	32	28	NC	31	17
Students without Disabilities	99	2184	67315	99	100	101	538	539	525	4	2	8	14	18	24	38	40	37	43	40	31
Limited English Proficient Students	--	152	16925	--	101	112	--	477	482	--	22	27	--	67	40	--	11	26	--	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	215	26325				--	514	504	--	10	15	--	32	34	--	33	33	--	25	18
Non-Economically Disadvantaged	107	2328	49047				537	540	530	4	2	6	16	18	21	36	40	37	44	40	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2540	75221	99	100	101	544	532	523	3	2	8	7	11	16	54	60	56	36	27	21
All Students (Prior Year)	135	2263	70860	NA	NA	NA	539	536	524	3	3	9	9	10	17	46	49	45	42	37	30
Female	51	1270	36833	98	100	100	549	536	526	2	1	6	2	10	15	60	59	56	36	30	23
Male	57	1270	38319	100	101	101	538	529	520	4	4	9	12	13	17	48	61	56	37	23	18
African American	NC	80	3597	NC	99	97	NC	522	510	NC	7	14	NC	14	22	NC	63	53	NC	16	11
Hispanic	NC	354	29019	NC	102	99	NC	527	513	NC	3	12	NC	13	21	NC	59	55	NC	24	13
Asian/Pacific Islander	NC	73	1572	NC	97	95	NC	538	536	NC	4	2	NC	15	9	NC	44	57	NC	37	31
American Indian/Alaskan Native	--	31	5071	--	91	114	--	521	502	--	0	20	--	12	27	--	76	46	--	12	8
White	99	1988	34543	98	99	97	543	534	531	3	2	4	8	11	12	54	60	58	35	27	26
Students with Disabilities	NC	354	8006	NC	102	99	NC	523	505	NC	11	22	NC	21	23	NC	44	42	NC	24	13
Students without Disabilities	99	2186	67215	99	100	101	542	533	524	3	2	7	7	11	16	54	61	56	36	27	21
Limited English Proficient Students	--	150	16853	--	100	112	--	499	489	--	11	29	--	56	36	--	22	32	--	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	217	26256				--	512	509	--	10	14	--	25	24	--	51	51	--	14	11
Non-Economically Disadvantaged	108	2323	48965				544	534	528	3	2	5	7	10	13	54	60	58	36	27	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2511	73654	97	99	99	545	542	530	5	3	9	8	7	13	72	79	70	16	11	7
All Students (Prior Year)	134	2233	68592	NA	NA	NA	578	560	542	2	3	9	2	7	12	59	69	63	37	22	16
Female	51	1265	36239	98	99	99	555	549	537	2	2	7	4	5	11	76	78	72	18	14	10
Male	55	1246	37301	96	99	98	535	535	523	8	4	12	12	10	15	67	79	68	13	6	5
African American	NC	81	3488	NC	100	94	NC	532	515	NC	6	16	NC	14	18	NC	72	62	NC	7	4
Hispanic	NC	349	28348	NC	101	96	NC	534	520	NC	5	13	NC	10	17	NC	79	65	NC	6	5
Asian/Pacific Islander	NC	73	1558	NC	97	95	NC	550	547	NC	8	3	NC	6	8	NC	66	76	NC	21	13
American Indian/Alaskan Native	--	29	4947	--	85	111	--	544	507	--	4	22	--	8	22	--	75	53	--	13	3
White	97	1966	33924	96	98	96	542	544	537	5	3	5	9	7	10	72	80	75	14	11	9
Students with Disabilities	NC	338	7306	NC	98	90	NC	527	506	NC	9	24	NC	13	20	NC	73	52	NC	5	4
Students without Disabilities	99	2173	66348	99	99	100	545	543	531	5	3	8	8	7	13	71	79	71	16	11	8
Limited English Proficient Students	--	148	16422	--	99	109	--	498	495	--	22	30	--	44	27	--	33	43	--	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	215	25711				--	521	514	--	10	16	--	16	19	--	71	61	--	3	3
Non-Economically Disadvantaged	106	2296	47943				545	544	535	5	3	7	8	7	11	72	79	74	16	11	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2489	76230	101	101	101	494	516	498	8	4	12	41	32	38	20	14	12	30	50	37
All Students (Prior Year)	123	2417	72888	NA	NA	NA	521	516	494	1	4	14	27	33	40	20	13	12	52	50	34
Female	49	1199	37247	100	100	100	499	517	500	0	3	11	45	32	40	23	14	13	32	51	37
Male	40	1289	38725	103	102	101	487	514	497	19	5	14	36	31	37	17	15	12	28	48	37
African American	NC	74	3594	NC	104	96	NC	499	476	NC	14	22	NC	33	46	NC	13	11	NC	39	21
Hispanic	NC	328	28100	NC	101	98	NC	501	482	NC	7	18	NC	42	47	NC	14	11	NC	37	24
Asian/Pacific Islander	NC	68	1447	NC	99	95	NC	532	527	NC	0	5	NC	28	26	NC	10	11	NC	62	58
American Indian/Alaskan Native	NC	27	5292	NC	84	113	NC	497	463	NC	14	31	NC	29	47	NC	14	8	NC	43	14
White	79	1968	35389	99	100	96	496	518	514	5	4	6	43	30	32	19	15	14	32	52	48
Students with Disabilities	NC	364	9022	NC	126	105	NC	496	465	NC	9	31	NC	43	43	NC	11	8	NC	37	17
Students without Disabilities	82	2125	67208	101	98	100	495	517	500	8	4	12	41	31	38	20	15	12	31	51	38
Limited English Proficient Students	NC	112	14826	NC	86	113	NC	467	460	NC	17	31	NC	66	51	NC	7	8	NC	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	207	25037				--	502	477	--	7	21	--	41	47	--	12	11	--	40	21
Non-Economically Disadvantaged	89	2282	51193				494	517	507	8	4	9	41	31	35	20	15	13	30	51	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2490	76202	102	101	101	508	510	505	9	10	19	18	21	24	56	57	46	16	12	11
All Students (Prior Year)	124	2428	72779	NA	NA	NA	522	513	505	8	9	21	10	17	20	55	53	43	27	21	15
Female	50	1198	37231	102	100	100	511	512	507	4	7	16	17	19	24	58	59	48	21	14	13
Male	40	1291	38718	103	103	101	505	507	503	16	12	22	19	23	24	54	55	44	11	10	10
African American	NC	74	3600	NC	104	97	NC	507	497	NC	17	28	NC	29	29	NC	46	39	NC	7	5
Hispanic	NC	330	28090	NC	102	98	NC	504	497	NC	17	28	NC	26	30	NC	49	37	NC	8	5
Asian/Pacific Islander	NC	68	1443	NC	99	95	NC	523	515	NC	2	9	NC	23	19	NC	54	53	NC	21	19
American Indian/Alaskan Native	NC	28	5311	NC	88	113	NC	501	491	NC	20	38	NC	30	31	NC	45	28	NC	5	3
White	80	1967	35371	100	100	96	509	510	512	8	8	10	14	20	20	61	59	54	17	13	16
Students with Disabilities	NC	369	9097	NC	128	106	NC	501	493	NC	23	39	NC	21	27	NC	47	29	NC	9	5
Students without Disabilities	83	2121	67105	102	98	100	509	510	506	7	9	18	19	21	24	57	58	47	17	12	12
Limited English Proficient Students	NC	112	14780	NC	86	113	NC	485	486	NC	46	50	NC	39	32	NC	14	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	210	24961				--	500	495	--	24	32	--	26	30	--	44	34	--	6	4
Non-Economically Disadvantaged	90	2280	51241				508	510	509	9	8	14	18	21	22	56	58	51	16	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2460	74692	102	100	99	516	518	502	5	8	18	29	23	27	54	59	47	12	10	8
All Students (Prior Year)	121	2366	70710	NA	NA	NA	544	530	512	4	7	17	14	22	26	55	51	42	26	20	16
Female	50	1189	36710	102	99	99	529	526	509	0	6	14	21	19	26	63	62	50	17	13	10
Male	40	1270	37742	103	101	98	499	510	495	11	10	22	41	27	28	43	57	44	5	6	6
African American	NC	73	3516	NC	103	94	NC	509	487	NC	14	26	NC	28	31	NC	49	39	NC	9	4
Hispanic	NC	326	27492	NC	100	96	NC	503	486	NC	12	27	NC	34	32	NC	47	38	NC	7	4
Asian/Pacific Islander	NC	68	1428	NC	99	94	NC	537	528	NC	5	8	NC	14	20	NC	63	54	NC	18	18
American Indian/Alaskan Native	NC	28	5166	NC	88	110	NC	507	470	NC	16	39	NC	16	32	NC	63	27	NC	5	2
White	80	1941	34785	100	99	94	519	520	517	3	7	10	28	22	23	58	61	56	12	10	11
Students with Disabilities	NC	350	8428	NC	122	98	NC	501	472	NC	13	38	NC	34	30	NC	51	29	NC	2	3
Students without Disabilities	83	2110	66264	102	97	99	517	519	503	4	7	17	30	23	27	54	60	48	12	10	8
Limited English Proficient Students	NC	112	14363	NC	86	109	NC	457	459	NC	43	47	NC	50	34	NC	7	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	204	24507				--	493	480	--	21	31	--	33	33	--	42	33	--	3	3
Non-Economically Disadvantaged	90	2256	50185				516	520	511	5	7	13	29	23	24	54	61	53	12	10	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2430	71167	102	100	99	503	476	463	10	24	38	38	49	41	28	19	14	23	8	7
All Students (Prior Year)	89	2168	66213	NA	NA	NA	466	473	459	29	27	39	54	47	40	13	18	14	4	7	7
Female	64	1199	34825	100	99	99	499	474	462	11	25	38	39	50	42	28	18	14	22	7	6
Male	62	1229	36047	103	101	99	507	479	464	10	23	38	37	48	39	28	20	15	25	9	8
African American	NC	68	3225	NC	101	95	NC	464	441	NC	36	57	NC	49	34	NC	11	6	NC	3	2
Hispanic	11	244	23643	100	101	97	499	461	445	18	35	53	45	49	37	27	12	8	9	4	2
Asian/Pacific Islander	NC	77	1503	NC	101	100	NC	488	493	NC	13	18	NC	51	40	NC	25	23	NC	12	19
American Indian/Alaskan Native	--	27	5161	--	100	103	--	454	435	--	32	63	--	64	30	--	5	5	--	0	2
White	109	1999	35245	102	99	95	503	479	476	10	22	26	36	49	45	28	20	19	25	9	10
Students with Disabilities	NC	332	8095	NC	122	104	NC	442	426	NC	54	69	NC	35	25	NC	8	5	NC	3	1
Students without Disabilities	123	2098	63072	102	97	99	503	479	464	11	22	37	37	50	41	28	20	15	24	9	7
Limited English Proficient Students	--	67	10317	--	85	111	--	422	426	--	67	72	--	33	25	--	0	2	--	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	136	17057				--	433	440	--	65	58	--	32	34	--	2	6	--	2	2
Non-Economically Disadvantaged	126	2294	54110				503	479	468	10	22	33	38	50	43	28	20	16	23	8	8

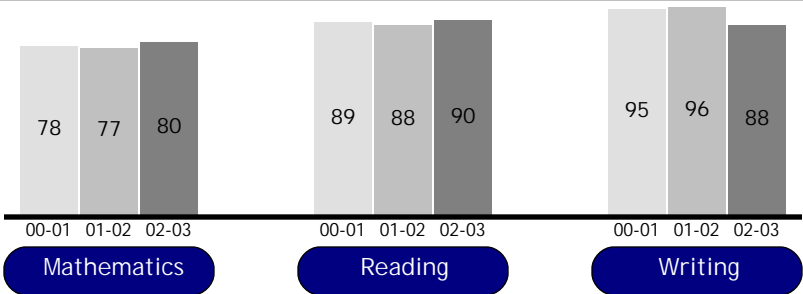
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2423	71100	102	99	99	525	514	502	10	14	25	14	18	21	49	49	40	27	19	15
All Students (Prior Year)	89	2167	66144	NA	NA	NA	524	519	504	6	11	24	15	17	20	55	50	40	24	23	16
Female	64	1199	34801	100	99	99	524	515	505	8	12	21	14	18	22	52	51	42	27	19	15
Male	62	1221	36010	103	100	99	527	512	499	12	16	28	13	18	20	47	47	38	28	19	14
African American	NC	68	3219	NC	101	95	NC	508	486	NC	20	38	NC	20	24	NC	45	31	NC	15	7
Hispanic	11	244	23630	100	101	96	516	502	485	9	22	37	9	18	25	64	45	32	18	15	6
Asian/Pacific Islander	NC	77	1509	NC	101	100	NC	515	522	NC	12	12	NC	16	14	NC	57	46	NC	16	28
American Indian/Alaskan Native	--	27	5144	--	100	102	--	494	478	--	18	46	--	32	24	--	50	25	--	0	5
White	109	1994	35198	102	98	95	526	515	515	10	13	15	15	18	18	46	49	47	29	20	21
Students with Disabilities	NC	326	8121	NC	120	105	NC	487	470	NC	34	55	NC	28	20	NC	28	21	NC	9	4
Students without Disabilities	123	2097	62979	102	97	99	525	515	503	10	13	23	14	18	21	50	50	41	27	20	15
Limited English Proficient Students	--	67	10304	--	85	110	--	451	462	--	72	63	--	28	23	--	0	13	--	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	141	17040				--	481	483	--	43	40	--	25	25	--	28	29	--	5	6
Non-Economically Disadvantaged	126	2282	54060				525	515	507	10	12	20	14	18	20	49	50	43	27	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2388	69001	101	98	96	506	499	490	5	9	17	26	36	37	69	54	45	0	1	1
All Students (Prior Year)	88	2098	63579	NA	NA	NA	502	502	493	6	8	15	38	38	42	56	52	41	0	2	2
Female	64	1195	34086	100	98	97	513	505	496	3	6	13	14	31	36	83	62	51	0	1	1
Male	61	1190	34644	102	97	95	497	492	484	7	12	22	38	41	39	55	47	38	0	0	0
African American	NC	66	3115	NC	99	92	NC	491	478	NC	12	25	NC	47	44	NC	41	31	NC	0	0
Hispanic	11	241	22656	100	100	92	510	489	476	9	16	27	27	37	43	64	46	30	0	1	0
Asian/Pacific Islander	NC	74	1472	NC	97	98	NC	500	507	NC	6	8	NC	38	30	NC	56	60	NC	0	2
American Indian/Alaskan Native	--	25	4940	--	93	98	--	485	469	--	10	34	--	55	43	--	35	23	--	0	0
White	108	1970	34501	101	97	93	505	500	500	5	8	10	26	35	34	69	56	55	0	1	1
Students with Disabilities	NC	311	7386	NC	114	95	NC	478	459	NC	24	46	NC	49	37	NC	27	17	NC	0	0
Students without Disabilities	123	2077	61615	102	96	97	505	500	491	5	8	16	26	35	37	69	56	45	0	1	1
Limited English Proficient Students	--	65	9662	--	82	104	--	451	454	--	59	51	--	35	40	--	6	9	--	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	138	16383				--	469	472	--	31	30	--	52	43	--	17	26	--	0	0
Non-Economically Disadvantaged	125	2250	52618				506	500	494	5	8	14	26	35	36	69	56	49	0	1	1

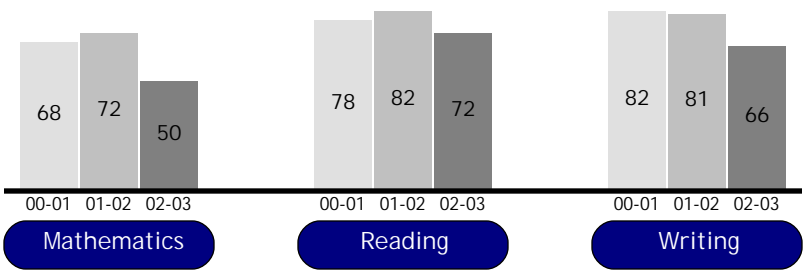
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

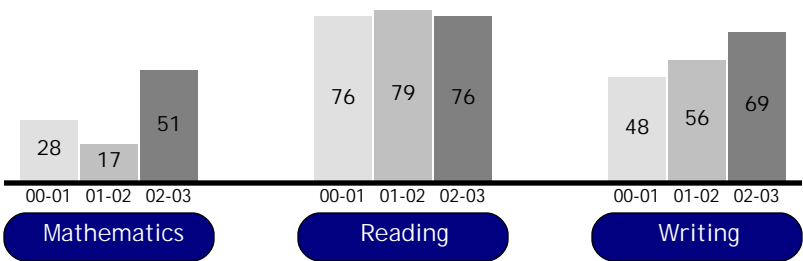
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	78	64	53	97	72	54	44	84	70	63	50
	Language	93	74	59	45	97	72	54	39	97	69	58	43
	Mathematics	93	81	67	56	97	76	60	52	99	80	70	57
3	Reading	96	58	60	50	94	73	53	43	100	69	61	47
	Language	95	67	67	55	94	76	61	50	100	72	67	54
	Mathematics	94	59	69	53	94	72	61	50	100	69	66	54
4	Reading	93	79	67	55	96	71	57	47	99	75	66	52
	Language	93	72	61	50	96	62	54	45	100	68	61	48
	Mathematics	93	80	72	56	96	70	64	52	99	77	73	57
5	Reading	95	68	62	51	95	66	57	46	100	65	62	50
	Language	95	64	59	46	95	62	52	43	100	54	57	46
	Mathematics	95	81	75	56	95	79	68	54	100	64	73	57
6	Reading	94	74	67	54	93	64	57	49	99	66	66	53
	Language	97	69	61	46	93	62	52	42	100	63	60	45
	Mathematics	97	82	76	61	92	73	68	58	100	82	79	62
7	Reading	92	74	66	53	99	66	60	48	100	64	62	51
	Language	97	73	67	55	99	73	65	51	99	64	66	54
	Mathematics	97	76	72	57	99	76	66	54	99	70	71	58
8	Reading	97	71	67	55	98	69	58	49	99	71	64	53
	Language	97	64	65	50	98	62	58	46	99	71	63	49
	Mathematics	97	69	70	57	98	66	62	54	99	84	72	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Anthem School utilizes the Character Counts Program which involves character education training focusing on respect, caring, trustworthiness, responsibility and citizenship. Students have expanded opportunities through the Character Council.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	G. Corona/A. Johnson	(623) 376-3700
Transportation Policy	Kent Davis	(623) 445-4951
Community Resources	Katherine Griffith	(623) 376-3704
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	John Balzer	(623) 376-3700
Student Health/Nurse	Cindy O'Donnell	(623) 376-3710

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards